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ecstasy of our enthusiasm in regard to the magnitude and speed of results to be achieved by any system of moral training. That the public schools reach no children until the home and the street have wrought upon their inherited instincts for five years, that it loses one-half of them by the time they are twelve years old, and three-fourths of them by the time they are fourteen years old, that it has them not to exceed five hours out of the twenty-four, and only for five days in the week, and that they bring into the school the spirit of their outside environment, should temper our enthusiasm with sober caution.

Such are the reflections evoked by the little book under discussion. The controversial spirit is encouragingly absent from it: "Two things," says the author of the fourth essay, "have been permanently settled by the American people; the children of the nation shall be educated in the public schools, and religious instruction shall not be given in those schools." For the most part the authors of these essays accept as a postulate, that "adjustment to persons is the heart of morality," and as far as they seek sanctions for the moral code they find them in the inexorable necessity of our social organization.

The reading of these essays seems to force upon us these conclusions: (1) That the personality of the teacher is the controlling factor in any solution of the problem they discuss; (2) That antecedent to any considerable improvement in results we must have a greater proportion of more mature and professionally trained teachers; (3) That in this professional training must be included a broad discussion of the subject of moral training in the public schools; (4) That textbooks for teachers, not for pupils, must be provided in order that there may be available, suitable and systematically arranged material; (5) That our work must be as systematic in this subject as in others, though at any cost it must be divested of that formal, spiritless, wooden character, which in the opinion of competent judges has often rendered moral instruction futile if not harmful; (6) That when all is said success depends in this, as in other subjects, upon the intelligence, tact, earnestness, and personal character of the teacher.

The essays, especially the first, abound in definite practical suggestions. Among the most valuable of these suggestions are those on pp. 39 to 49, which treat of "Punishment, and the Reformation of the Wrongdoer." On the whole, sound, sane, suggestive, instructive, inspiring, seem to the reviewer the adjectives that most fitly describe this little book. It is worthy the attention of teachers.

CHESTER T. LANE

FORT WAYNE HIGH SCHOOL

The Later Cave-Men. By KATHARINE E. DOPP. Chicago: Rand, McNally & Co.

This book is the third in a series whose full significance it is hard to estimate. *The Tree-Dwellers* and *The Early Cave-Men* were pioneer works—new educational tools in fact, and in our devotion to books made in the form of those we have been long accustomed to, it is not strange that every teacher does not know how to use this new resource at once. On the other hand to many who realize that schooling is primarily a matter of doing and thinking rather than of mechanical adjustment, this organization of material has proved to be of real service.

The transition to more connected discourse in the present volume has been well made. One misses the more dramatic effect of *The Tree-Dwellers*, but the new story holds the attention and both children and adults are found to be unwilling to lay it down until they get through the "next chapter." It will take time for the point of view here represented to lead in schools, and other types of material will need to be employed in the same way that has been used here. In the meantime it is interesting to notice the appeal that the books are making to children on their own merits, quite apart from school use. They seem also to have a function for older pupils; for instance, in one of the leading settlements they were found to be well adapted for club work and in a technical school after the first show of resentment against "baby books," the girls came through them to an appreciative study of industrial problems. A very capable modern-language teacher in Europe is planning to use them as English reading material for German and French children—the combination of simple vocabulary and construction with interesting, instructive, and substantial thought material would seem to promise success in this undertaking as well. In our search for means of moral instruction the natural development shown through invention and general increase of control would seem of much greater value than the direct application methods or such lessons as Mr. Thompson-Seton's *Natural History of the Ten Commandments*.

FRANK A. MANNY

Examining and Grading Grains. By THOMAS LYTTLETON LYON, PH.D., and EDWARD GERRARD MONTGOMERY, B.S.C. Chicago: Ginn & Co., 1907. Illustrated. Pp. 101. \$0.60.

This book is a laboratory manual, including a series of exercises in field crops, to be used by students in agricultural colleges. Careful studies are made of wheat, corn, oats, barley, hay plants, with a chapter on seed-testing. A classification of the species of each crop is given with a detailed study of the characters used in testing, grading, and judging the crop commercially. Some attention is also given to variations in treatment for common diseases.

No attempt has been made to discuss the methods of teaching, but the authors have prepared a separate pamphlet containing many practical suggestions on collecting materials and teaching which can be had from the publishers.

SCHOOL OF EDUCATION
Chicago

BERTHA CHAPMAN

The Ifs of History. By JOSEPH EDGAR CHAMBERLAIN. Philadelphia: Henry Altemus Company, 1907. Pp. 203.

This attractive volume will doubtless prove particularly welcome to those educators who believe in "training along the lines of least resistance." It is much easier for the pupil to guess at what might have happened than to attempt seriously to find out what actually did happen. The work is written in an entertaining style. That he may arrive at the proper dramatic climax the author does not confine himself to simple facts in his statement of historical conditions. It would be wearisome, and would spoil the romantic flavor of the book, to point out all the technical inaccuracies in the different chapters. The author writes with a charming disregard of all probabilities, and limits his speculations by possibilities only.

S. E. THOMAS

CHARLESTON, ILL.